

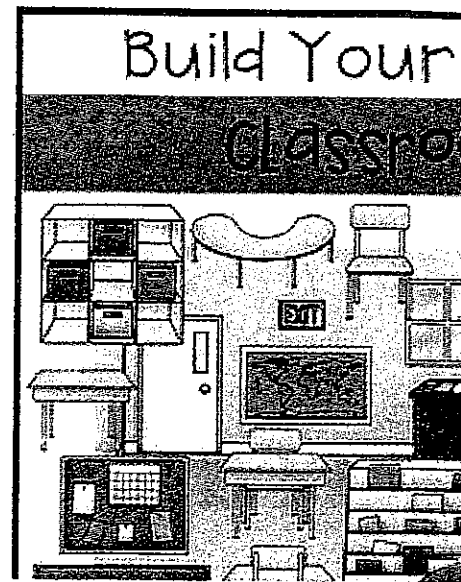
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# Foundation #1

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## Designing the Physical Layout of the Classroom for Effectiveness



Directions:

1. Read the Key Ideas - wonders, wows and/or connections.
2. Share out thoughts and discuss.
3. Write down ideas for next year and 2 take aways in the graphic organizer.

### Key Ideas

Effective design:

- Design the structure and functions of the classroom to:
  - Increase predictability.
  - Accommodate individual and collective needs of students.
  - Elicit appropriate behavior.
  - Minimize crowding and distraction.

Considerations:

- How many students will you have in the classroom at one time?
- What kinds of activities will be taking place in the classroom?
- Where should students be seated?
- How will you regulate movement, monitor activity and interact with students?
- What should my classroom look like?

Visibility and Monitoring:

- Arrange furniture to allow easy traffic flow.
- Ensure adequate supervision of all areas.
- Consider action zone: area of classroom where greatest amount of teacher/student interaction takes place.
- Teacher should move through the classroom to engage and interact with students.
- Vary seating arrangement for different activities.

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### Encouraging on-task behavior:

- Ensures that all students can easily see presentations during whole group instruction.
- Bulletin board (highly visible, but shouldn't divert attention during instruction - divide into sections for news, rules, student work).
- Specific areas
  - Quiet area for reading (or for agitated students to have a place to calm down).
  - Small group instruction (with easy access to teacher and each other).
  - Independent work (with minimum distractions)
  - Free/choice activity (as an incentive/reward for special achievement)

### Minimizing inappropriate behavior:

- Teacher materials stored in low traffic areas to avoid distraction
- Teacher desk out of the path and flow of instruction

### Physical layout considerations:

- Rows - front to back
- Rows - sides touching
- Clusters/small groups
- U/Horseshoe shape
- Circle

### Determine where students will:

- Get supplies
- Turn in their work
- Store their possessions

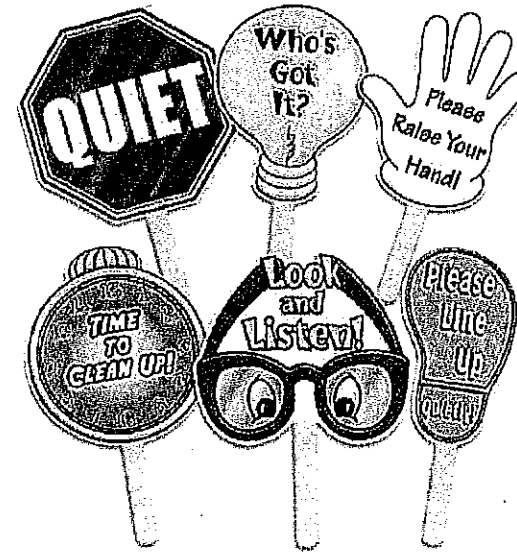
## Foundation #2

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### Develop and Teach Classroom Routines and Procedures

Directions:

1. Read Key Ideas - wonders, wows and/or connections.
2. Share out and discuss.
3. Brainstorm a list of classroom routines and procedures for your classroom.
4. Share out and discuss.
5. Write down ideas for next year and 2 take aways in the graphic organizer



### Key Ideas

Routines:

- Increase predictability and consistency
- Consider both teacher and student routines
- Build into the environment/prompts
- Consider 'common' routines
  - Lining up
  - Meeting personal needs

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#### Teacher Routines:

- Planning and implementing instruction
- Classroom movement (circulation)
- Working with assistants, volunteers and student teachers
- Communications

#### Student Routines:

- Start/end of day
- Transitions
- Personal needs (e.g. restroom, pencil)
- Working in groups and independently
- Special events
- Materials and equipment
- Homework and assignments
- Personal belongings

#### Why teach transition time?

- It minimizes the amount of nonacademic time that children spend in school.
- It provides teachers with more time for academic instruction.
- It decreases the number of behavior problems that occur during transition time.

## Foundation #3

### Establish, Post and Teach Positively Stated Classroom Expectations

just a  
bunch



#### Directions:

1. Read key ideas - wonders, wows and/or connections.
2. Brainstorm a list of problem behaviors in the classroom as a large group and place in the Replacement Behavior Chart.
3. Create a list of replacement behaviors and write in document.
4. Use the Expectations Checklist to determine if expectations (replacement behaviors) are observable, measureable, positive and understandable.
5. Write down ideas for next year and 2 take aways in the graphic organizer.

#### Key Ideas:

- Too often we make assumptions about what students already know.
- Work to ensure that students know when, where and how to act in specific ways.

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Teaching Behavior Expectations:

- Each behavior expectation is clearly defined.
- Lesson for expected behavior is taught in the location
- Rationale is provided
- Examples are provided
- Non-examples are provided
- Opportunities to practice are provided
- Expected behaviors are acknowledged

*Remember.....Teaching ≠ Telling*

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Moving PBIS into the Classroom

Foundation #1	Foundation #2	Foundation #3
Physical Classroom Design	Routines and Procedures	Classroom Expectations
1. now - action zone	1.	1.
2.	2.	2.
Ideas for Next Year		



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\* This is what I didn't have at mty. Was provided later

Replacement Behaviors Chart

Problem Behavior in Your Classroom	Replacement Behavior (What you want students to do instead)
Students talk out during instruction	Raise hand to talk during discussions
Students do not hand in complete work	Hand in complete work
Students do not have needed materials	

Expectations Checklist

School-wide Expectation	Classroom Rules (From the replacement behaviors chart)	Observable	Measurable	Positive	Understandable
Responsible	1. Hand in complete work	x	x	x	x
Respectful	1. Raise hand to talk during discussions.	x	x	x	x
Kind	1.				
Safe	1.				

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Problem Behavior in Your Classroom	Replacement Behavior (What you want students to do instead)
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Kind	1.				
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